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RETAIL PRICE, 12 CENTS

NEW FRANKLIN PRIMER and FIRST READER

AMERICAN BOOK COMPANY

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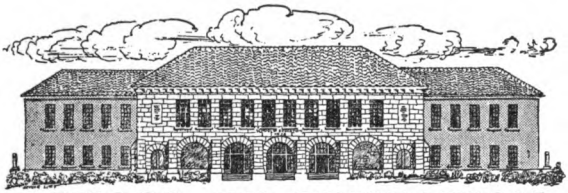

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VERTICAL SCRIPT EDITION

THE

NEW FRANKLIN PRIMER

AND

FIRST READER

BY

LOOMIS J. CAMPBELL

NEW YORK ·.· CINCINNATI ·.· CHICAGO
AMERICAN BOOK COMPANY

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THIS Primer recognizes the Word and Sentence Method, in connection with Script, as a desirable way of giving children their first lessons in reading and writing.

Some of the important features of the book may be briefly indicated.

1. Easy and **careful gradation** is a chief characteristic; short and easy steps and no long or hard ones.

2. Only a very few new words,—usually, from four to eight,—are introduced in any lesson. In some of the later lessons this number is slightly exceeded.

3. The **new words** are placed at the head of the lesson in which they occur. As soon as these are learned so as to be known at sight, the child is ready to get the thought when they are joined with other words already mastered, and to read the sentences aloud intelligently.

4. Much thought has been given to the **selection of words** which are most profitable for beginners to acquire as a vocabulary. Such have been chosen as are in frequent use in ordinary speech and writing. The child hears others use them every day, and uses them himself, and therefore knows their meaning.

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S.22

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5. In the first lessons, easy words of only one syllable are employed; but in subsequent lessons a few words of two syllables are introduced. The youngest reader freely uses many words of two or more syllables, and he learns to know them at sight, in print, quite as readily as the short monosyllables.

6. Forced sentences—such as are framed for the sake of using words of a particular sound—and forms of expression unfamiliar to children have been avoided.

7. The young learner must, above all, be interested in what he is doing. His progress will then be sure, easy, and as rapid as can be reasonably expected. On this account great pains have been taken to gain the attention of the little ones by the matter of the lessons.

8. The **subjects chosen** are of the simplest kind, wholly within the range of a child's experience. The ideas and expressions have something of the simplicity which characterizes the language of childhood. The sentences are not isolated assertions, but are connected so as to form a simple dialogue, narrative, or story.

9. In pursuance of this plan of keeping the child's pleased attention, **much variety** has been sought in the subjects and the mode of treating them.

10. The **large clear type** will commend itself to teachers.

11. It has been felt that the **pictures** of the first book put into a child's hands are of great importance, both in the way of making the pages attractive and of affording substantial

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aid in their direct application to the lessons. The illustrations in this Primer are by artists and engravers of the highest repute for workmanship.

12. The short **sentences in script,** which have been introduced from the first, are intended to be copied by the children on their slates. In regard to this feature also, the utmost care has been taken to provide the style of script most generally approved by teachers.

13. For the sake of much repetition of the words, frequent **Review Lessons** have been given. In these the sentences have been so framed that the words previously used are seen in new combinations and relations, and are thus more deeply impressed on the mind.

14. Pages 47 and 48 contain a few easy words arranged in classes. After the children have made some progress, the first group may be written on the blackboard by the teacher, to be pronounced. At the teacher's discretion, the next group may be taken. In this way the pupils will learn, with little effort, some of the important analogies of pronunciation. These words may also be used in strictly **phonic exercises,** if the teacher is so inclined.

Acknowledgments are due to Prof. B. F. Tweed, of Cambridge, and Miss M. A. Pinney, of New Haven, for assistance in the preparation of this book.

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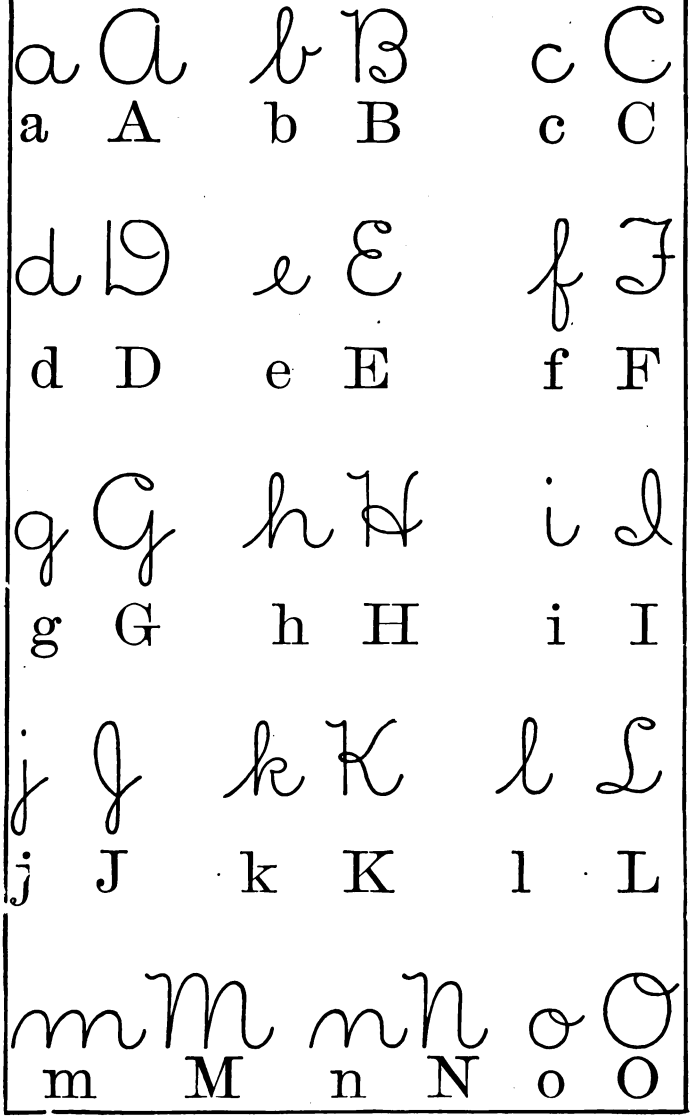
ALPHABETS.



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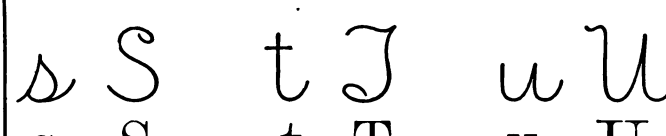

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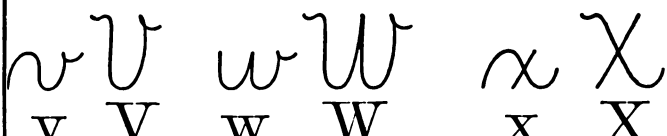
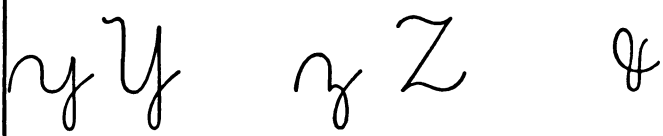


v V w W x X



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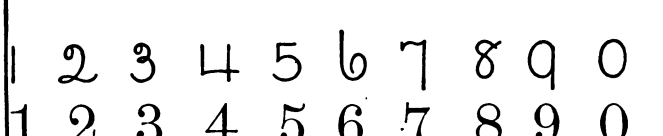

1 2 3 4 5 6 7 8 9 0

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PRIMER.

man see

a man I see

I see a man.

I see a man.

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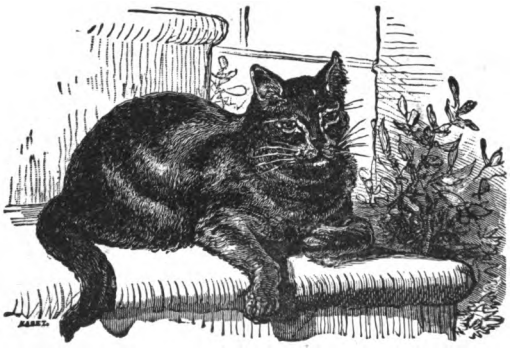

cat

a cat

cat

I see a cat.

III.

dog

a dog

dog

I see a dog.

I see a cat.

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A boy the boy can
and I can see

A boy and a dog.
I can see the boy.
I can see the dog.
Can the boy see the dog?

I can see the boy.

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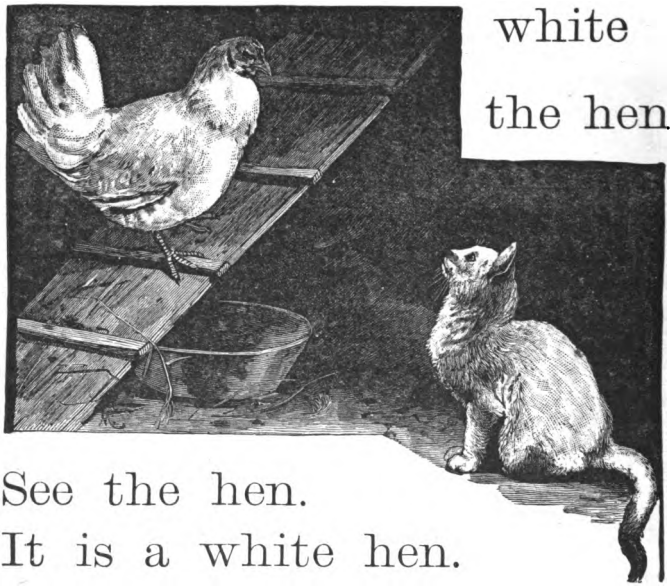
It is Is it hen



white

the hen

See the hen.
It is a white hen.
I can see the hen.
See the cat.
Can the cat see the hen?
Is it a white cat?

It is a white cat.

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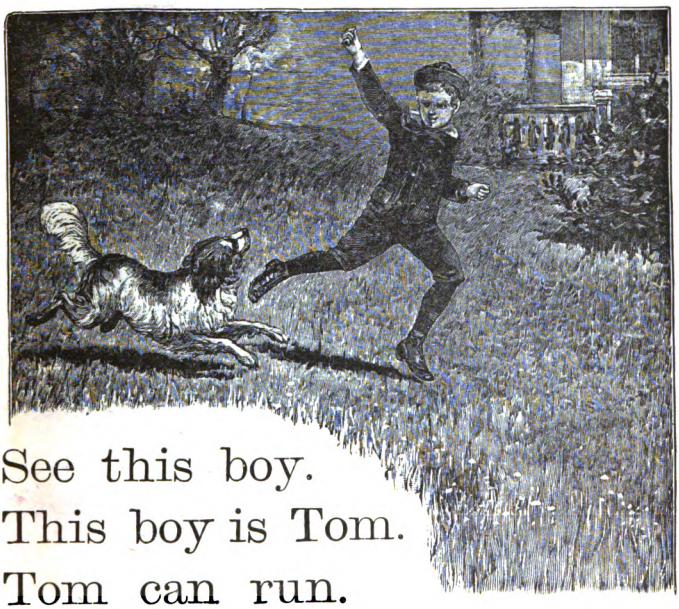
Do run you this
can run Tom



See this boy.
This boy is Tom.
Tom can run.
Do you see Tom run?
Do you see the dog run?
Can you run?

Can you run?

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REVIEW.

1

Is it a boy? Is it Tom?
It is Tom and the dog.
I can see Tom run.

2

I can see the dog run.
The boy runs and the dog runs.
Can the white cat run?

3

Do you see a hen?
See this white hen.
Can the white hen see you?
The white hen can run.

4

Do you see a man?
The man can see you.

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girl May in good
her lap

This girl is May.
May is a good girl.
Do you see the cat?
The cat is in her lap.
May is good to the cat.

May is good.

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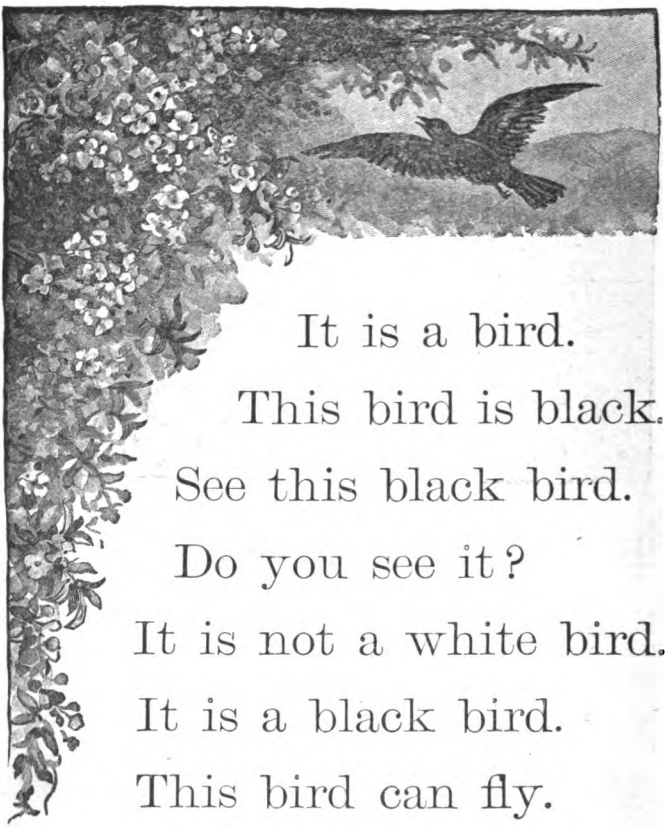
bird black fly not



It is a bird.
This bird is black.
See this black bird.
Do you see it?
It is not a white bird.
It is a black bird.
This bird can fly.

Can you fly?

I can not fly. I can run.

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slate have has sled

I have a slate.

May has a slate.

Have you a slate?

May has a slate.

I have a cap.

Tom has a cap.

Is the cap black?

Tom has a cap.

Tom has a sled.

It is Tom's sled.

Has May a sled?

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will let may if

will run catch me

I will run. Will you run?
Tom, see me run.
You may catch me, Tom.
Catch me, if you can.
I will not let you catch me.

See me run, Tom.

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He cart doll ride

This girl has a doll.
The boy has a cart.
He will let the girl ride.
Will he let the doll ride?
You may have a ride, dolly,
in the cart.

The doll may ride.

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REVIEW.

1

See the dog run to me.
Will he run to you?
Tom, you may run and
catch me, if you can.

2

You can not catch a bird,
Tom.
A bird will not let you.
It will fly.
Let me catch you, birdie.
Will you?

3

Tom has a good sled.
Will he let May ride?
Do let May and dolly have
a ride, Tom.

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hat That for my

Yes get

That is my hat.
I can not
get it.

Will you get it for me?

Yes, Tom; I will get the hat for you.

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Jane little
big She
hold her

Jane is a good little girl.
She has a big doll.
This is Jane and her doll.
Will you let me hold dolly?
Yes; you may hold her.

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up am too Now

papa with

Ha! ha! This is not my cap.
It is papa's big hat.
It is too big for me. I have
to hold it up.
See me, May! Now I am
a man with a big hat.

It is papa's hat.

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What nest on
eggs are sits

What is this?
It is a nest.
A bird sits
on the nest.

Eggs are in the nest.

XVIII.

three they them

You can see
three eggs.
They are white.
Will the bird
sit on them?

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What is this?

It is a bird
and a nest.
The bird will sit
on the nest.
Eggs are in it.
I see the eggs.
They are white.

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REVIEW.

1

I will get my big cart.
Jane, you may have a ride in it.
May dolly ride with me?
Yes; my big cart will hold you and the doll too.
You may get in now.

2

What is on this nest?
A little black bird sits on her nest.
Now, papa, see that nest with three eggs in it.
See them, papa; white eggs!
I will not get them.

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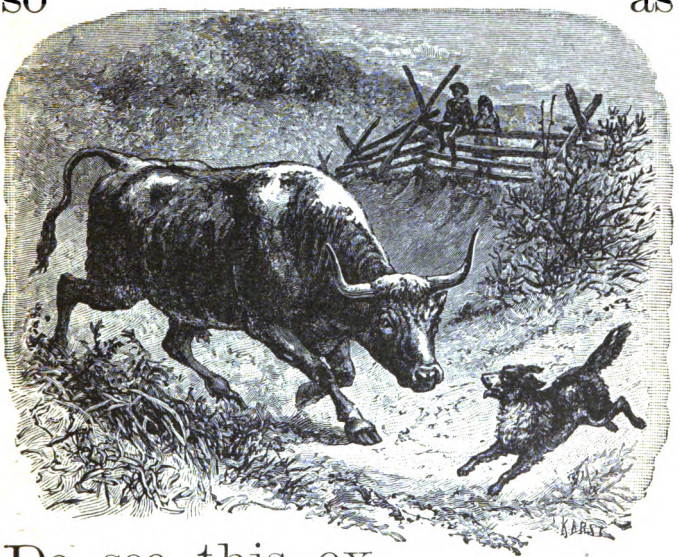
ox fat but fast

so as



Do see this ox.

What a fat ox that is!

Can the ox run?

Yes; but he can not run so fast as a dog can.

Can the ox run?

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horse
how
go
can
think
to-day

This is my good horse.

See how fast I go!

Yes, John; you go fast, but do not go far.

Do you think John will go far to-day?

How fast I go!

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hot these your play
We at like
out

Is it hot to-day? No; this is not a hot day. It is not too hot to run and play.

See these boys at play. Get your cap. We will go out. I like to play.

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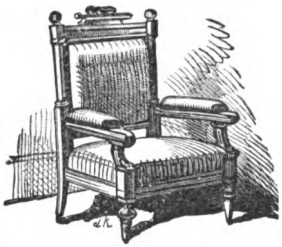
chair	bed	lounge
sit	sleep	lie

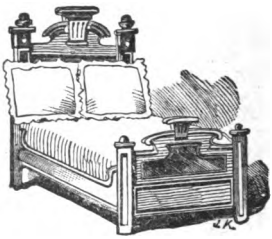


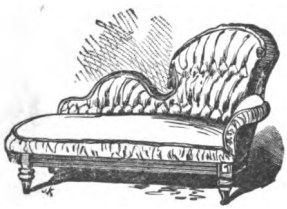
A chair

We can sit
in the chair.

A bed

We can sleep
in the bed.





A lounge.

We can lie
on the lounge.

We sit in a chair.

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REVIEW.

1

I have on my big hat. That is not your hat. It is your papa's hat.

2

We are out for a run. We will run as fast as we can. How hot it is to-day! Is it too hot to play?

3

John is on a big horse. I think John will not ride far to-day.

4

Do not go to sleep on my bed. You can lie on the lounge or sit in a chair. Do get up now.

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5

Are these your dolls? Yes; this is my doll, and that is May's doll. Girls play with dolls.

LESSON XXV.

beg say
paw quite
well thank

Sit up, Jip.
Sit up, I say,
and beg.
Now hold out your paw.
How do you do, Jip?
Are you quite well to-day?
Quite well, I thank you.

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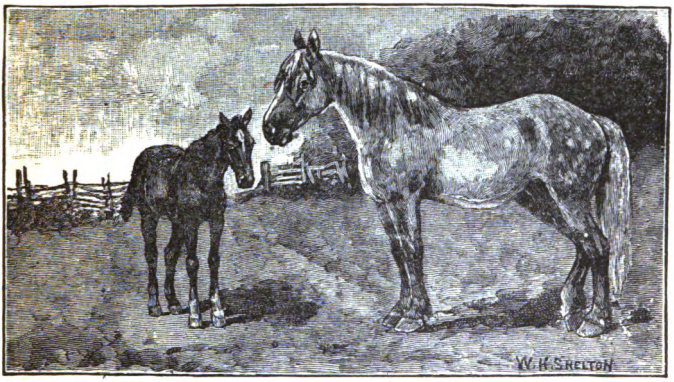
here colt field loves



What do we have here?

A horse and a colt.

They are in the field.

The horse loves her colt.

Can you ride the colt?

O no! it is too little.

A little colt.

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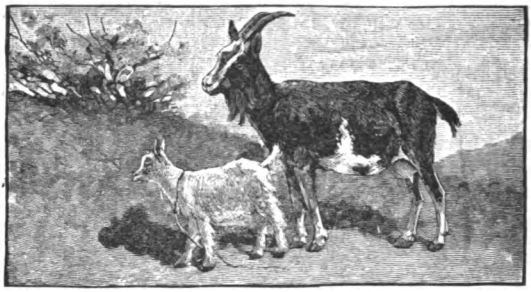


old
kid
goat
young

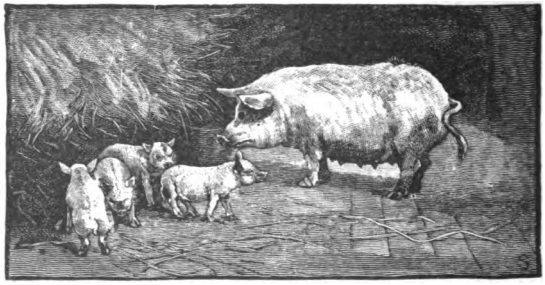
What do you see now?

An old goat and a kid.

What is a kid?

It is a young goat.

Look
pig
Here
four



Look at this big pig and the little pigs.

Here are four little pigs.

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jump	long	fell
jumped	down	make

See these boys jump.

They are in a big field.

What a long jump Ned can make!

The little boy fell down.

He jumped too far.

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REVIEW.

1

My dog Jip will hold out his paw to me. What do you say to Jip?

I say, Thank you, Jip. You do that quite well.

2

We will go into the field. Now look at the little kid and the colt. The colt and the kid are young. They are not so old as I am.

3

See these boys in the field. They will jump as far as they can. Tom jumped too far. He fell down. Jump up, Tom.

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buzz bee
Hark hear
sting near
flower

Hark! I hear a bee.
Do you hear it buzz?
Look! it is on that flower.
Do not go near the bee.
It may sting you.

Hark! I hear a bee.

Buzz, buzz, buzz.

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come
vine
sweet
kind
grape
grapes
eat

Come and see this vine.
What kind of vine is it?
It is a grape vine.
Do you like to eat grapes?
I like to eat sweet grapes.
They are good to eat.
Do you think these grapes are sweet?

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mamma	one	be
apple	nice	red

Mamma, what do you think I have for you?

Is it a flower, Nellie?

No, mamma, not a flower. It is good to eat.

What can it be! An egg?

O no, mamma! it is not an egg.

Let me think. An apple?

Yes, a big sweet apple.

Thank you, Nellie. What a nice red apple!

I have one for Fred, too.

Fred likes sweet apples.

Do you like apples?

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A bee can buzz.

Boys can jump.

One boy fell.

Fred has a top.

Girls have dolls.

Look at the kid.

How do you do?

I am quite well.

Mamma is good.

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top new
hum Hear
gave spin
his him

Fred has a new top.

His papa gave it to him.

Fred makes his new top go fast. It spins well.

See it spin! Hear it hum!

Now let me spin it, Fred.

I like to spin a big top

Hear the top hum.

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LESSON I

pō′nў nāme fīne glăd

sŭch trŏt lärge

Here is Fred on his pony.

Well, Fred, I see you are out for a ride.

You have a fine pony. What is his name?

His name is Jack.

I am glad you have such a fine pony. Let me see how well Jack can trot.

Jack is not so large as a horse, but he can trot fast.

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bīte hănd vĕr′y rēad
bo͝ok wīse

This is Mary and Fido.

Mary is a good girl, and Fido is a good dog.

He will not bite you.

Fido likes to be with Mary.

She is kind to him.

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She has a book in her lap.
Her hand is on the book.
Can Mary read?
Yes, she can read well.
She is not a very little girl.
Can Fido read?
O no! but he can sit up and look wise.

LESSON III.

wrīte dĭd pĭc′tureş wạnt

Can Mary write?
Yes, she can write on her slate, and she can make pictures on it.
Let me hear you read, Fido.
Did Fido read for Mary?
O no! Dogs can not read.
Fido did not want to read.
He can not read his name.

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sŭn	gŏt	wąlk
whêre	wĕnt	be fōre′
whĕn	wąs (wŏz)	sąw

John and I got up at six.

Was the sun up at six?

Yes, the sun was up before six to-day.

When we saw that the sun was up, we did not lie in bed.

We got up, too, and went out to walk.

Where did you and John go for a walk?

We went into the field.

I like to walk in the fields before it is hot.

I like to walk.

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lāid	quĭck	tĕn	buy (bi)
sĕll	kīte	cĕnts	thĕn

O Ned, come here quick! My hen has laid an egg. Now I have six eggs.

Will you sell your eggs?

Yes, I will sell them for ten cents. Then I can buy a kite.

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REVIEW.

1

Here is a sweet flower. You may have it, Jane.

Thank you. What a fine large flower! Where did you get it?

I got it in the field, when I went to see the colt.

2

I am glad to see you, Nellie. What is that in your hand?

It is a new book. See! here is a picture of Mary and Fido.

Where did you buy the book?

O, I did not buy it. Mamma gave it to me.

3

Look at Fred on his pony. How well he rides! The pony trots off very fast.

Can you ride a pony?

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tăg	toŭch	mŭst	shăll
tĕll	fĭrst	a wāy′	chāse

Shall we play tag?

Yes; but you must tell me first how to play it.

When I touch you, I say Tag, and run off.

What must I do then?

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You must run and touch me, if you can.

When you touch me, you say Tag, and run away as fast as you can. Then I must chase you.

LESSON VIII.

says (sĕz) clŭck quăck cąw

WHAT THEY SAY.

The dog says Bow, wow.
The cat says Mew, mew.
The duck says Quack, quack.
The cow says Moo, moo.
The crow says Caw, caw.
The hen says Cluck, cluck.

When she has laid an egg, she says Cut-cut-ca-dah′-cut.

The cow says moo.

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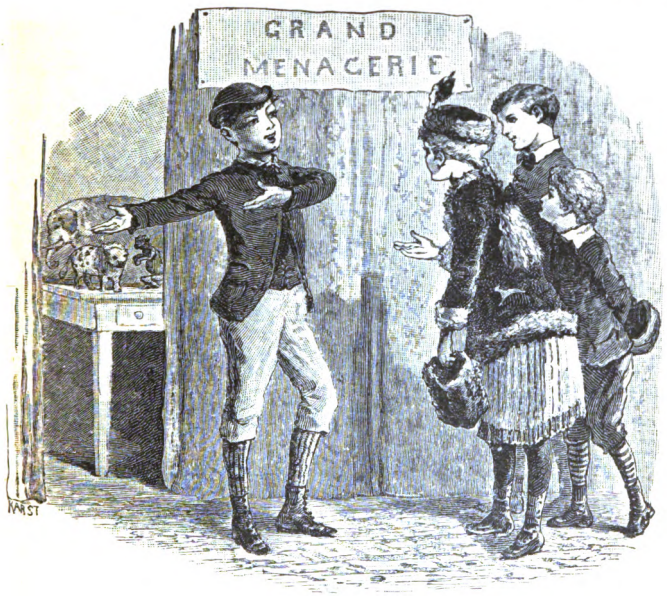
shōw whọ pāy mŭch



Who will come to see my show?

I will come to see it. How much must I pay, Mr. Showman?

You must pay two cents.

I have not two cents. I have but one.

Well, you may see it for one.

Oh, what a fine show!

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ăd̆d	a̧ll	count	tāke
two	nŭt	mōre	crăck

I will show you how to add.

Here is one nut, and here are two more. Now count them.

One, two, three.

Now take three more nuts and then count them all.

One, two, three, four, five, six.

So you see that three and three are six.

Now you may crack the nuts and eat them.

---

1 2 3 4 5

I caught a mouse alive

6 7 8 9 10

I let it go again.

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dȯeş (dŭz) wĭngş feet flīeş

Here are four birds.

A bird has two wings and two feet.

How does the bird fly?

It flies with its wings.

Can you fly?

O no! I have no wings to fly with. I have feet.

I can run with my feet.

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Look, Jane! I can write as well as you. See how I write!

O Tom! you must make a big t, not a little t.

I can not make a big t. Tell me how, Jane; you can make it.

T That is a big t.

Now I will write it again, and let papa see it.

This is a man.

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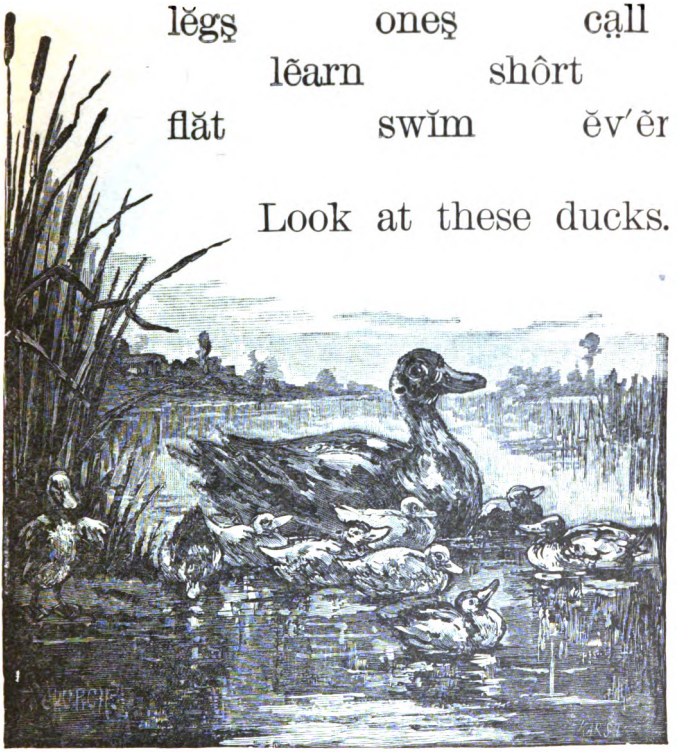
lĕgş ones cąll
lẽarn shôrt
flăt swĭm ĕv′ĕr

Look at these ducks.



They have short legs and flat feet. See that little one.

Ducks can not walk fast, but they can swim well.

Did you ever see a duck swim?

Yes; and the young ducks

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can swim as well as old ones. Boys have to learn to swim.

How does the old duck call her young ones to her?

She says, Quack, quack, quack.

Then the young ducks come to her as fast as they can.

LESSON XIV.

stō′rў dọ′ing pīe pụt

[*Let the children answer each question.*]

Did you ever hear the story of little Jack Horner?

Where did he sit?

What was he doing?

What did he put in the pie?

What did he get?

What did he say then?

Now who can tell me the story of little Jack Horner?

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bōat sāil sĭs′tẽrş a frāid′

sănd wạ′tẽr

This is Ned's boat. He can make it sail.

What does he call his boat?

He calls it the Sea-bird.

His little sisters like to play

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in the sand. They do not like to go into the water.

Ned is not afraid of the water. He can swim like a duck.

LESSON XVI—REVIEW.

1

Touch me and say Tag; then run away. Shall I run to the boat? No; you can not run fast in the sand. You will be caught.

2

Let us sail in the boat. I am not afraid of the water. I can swim. Can you swim?

3

A duck can not fly as a little bird does. A duck has wings, but she can not fly much. She can not walk fast with her short legs.

Digitized by Google

sīde	crȳ	pĭnch	ärmş
hûrt	feel	jŭst	bā'bў

Ada has two dolls.
One of them is a big doll.
One is a little doll.
She holds the little doll in her arms.

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The big doll is by her side.

Can the doll walk?

No, it can not walk; but it can sit up and lie down.

Can it talk?

No; but if you pinch the doll it will cry—Mam-ma!

Does it hurt the doll when I pinch it?

No; the doll does not feel as we do. It is not alive.

But Ada talks to it just as she does to the baby.

Ada talks to it just as she does to the baby.

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frŏg	whȳ	gōeş	wĭsh
frŏm	hŏp	thêre	coųld

Why do you run from a frog Tommy? He will not hurt you.

Is it a frog, Ned?

Yes; see him hop.

Do not be afraid, little frog. We will not hurt you.

There he goes into the water.

How well he can swim!

I wish I could swim as well as a frog can.

LESSON XIX.

snōw	ground	hĭll	trăck
clēar	bĕst	slīde	keep

The ground is white with snow. Now get your sleds.

Boys, I see you are out with

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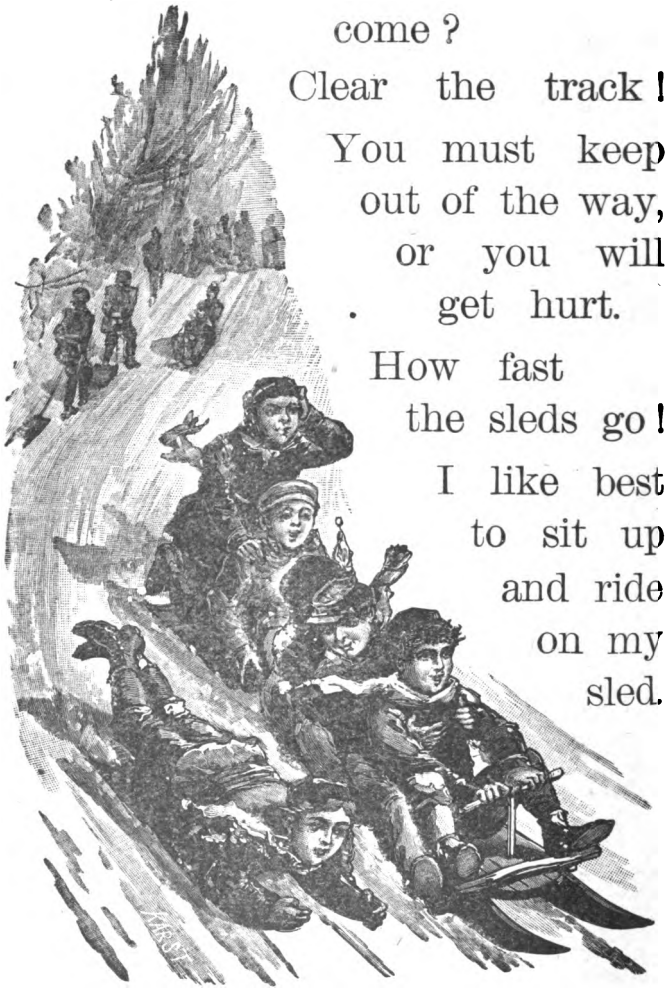
your sleds to slide down hill. Are you glad that snow has come?



Clear the track! You must keep out of the way, or you will get hurt.

How fast the sleds go! I like best to sit up and ride on my sled.

Digitized by Google

flew	sĭng	plēaşe	dēar
sŏng	wĭngş	onçe	gō′ing
stŏp	hăp′pў	crīed	wĭn′dow

Hark! I hear a bird.

Is not that a sweet song?

Sing on, little bird, no one shall hurt you. I like to hear your song.

I am glad you are so happy, little bird.

Once I saw a little bird
Come hop, hop, hop;
So I cried, Dear little bird,
Please stop, stop, stop!

I was going to the window
To say, How do you do?
When up went his little wings,
And far away he flew.

Digitized by Google

strĭng knŏt ŭn tīe′ whōa
stănd stĭll

O boys, let us play horse. Will you be my horse, John?

Yes; if you wish it, Fred.

Have you a long string?

Yes; but there is a knot in it.

I can untie it. Whoa! whoa! stand still. There, off we go!

Digitized by Google

rāçe	tree	fąll	wȯn
dōn't	trȳ	crȳ'ing	fȧst'ẽr

Let us play horse, too, Frank.

Very well, Tom; we will race with John and Fred.

Let us run to that tree.

Who will get there first?

I will. I will.

We shall see. Now run, run! run faster.

Look out! you will fall down.

Oh, see! Fred fell down. He fell on his hands.

Jump up, Fred; jump up quick. Don't cry.

I am not crying.

Did it hurt you much?

No, not much; but Frank has won the race.

We will try again.

Digitized by Google

REVIEW.

1

The little doll is in Ada's arms; the big doll is by her side. She talks to the big doll just as she does to her little baby sister. You may pinch the doll. It does not feel. Why does it not feel?

2

Who will untie the knot in this string? I will. Thank you. Will your horse stand still? He does not like to stand still. He likes to run a race.

3

There goes a frog. See him hop away. Where are you going, Mr. Frog? I am going to have a swim. Don't you wish you could swim so well as I can? You have to learn to swim.

Digitized by Google

cāġe pōōr
shŭt âir
rīght flȳ′ing
lȯveş said (sĕd)

This boy had a bird in a cage.

The poor bird did not sing, when it was shut up in the cage.

The boy was a kind boy. He said, "I will let the bird go. It loves to fly in the air."

See the bird flying away!

That is right, my good boy.

Now hear the bird sing as it flies up in the air.

That is the bird's way to thank you. I am glad you let the bird go.

Digitized by Google

bạll	rōad	thrōw	pụllş
kīte	plāçe	shoụld	mīle

Shall we play ball, Harry?

No, Fred; I wish to fly my large kite. Will you go with me?

Yes; I should like to see it fly. Come out into the road.

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No; let us go into the field. Here is a good place, Fred.

Yes; now let me hold the kite.

When I throw it up, you must run.—Now! Run!

There it goes, like a big white bird in the sky.

How well it flies! Is not that a good kite, Fred?

How hard it pulls!

I wish I had a mile of string.

It is a good kite.

Run, Harry, run.

There it goes.

How well it flies!

Digitized by Google

cāme	hăm′mŏck	cōld	fīnd
swĭng	hĕr sĕlf′	tīred	woụld

Who is this girl in the hammock?

It is Annie Gray.

She came out with her best doll to swing.

She said, "Now, Rosy, I will put you to sleep. You are tired."

But Annie put herself to sleep, and Rosy fell out.

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Little dog Tip came out to find Annie.

He saw Rosy on the ground, and ran off with her.

Why did Tip do that?

Did he think Rosy would catch cold on the ground?

Now, Rosy, I will put you to sleep.

Digitized by Google

ēy̆eş(ĭz)	tŏngue	nōşe	teeth
ēarş	hănds	feet	work

What do you see with?
I see with my eyes.

What do you hear with?
I hear with my ears.

What do you smell with?
I smell with my nose.

What do you eat with?
I eat with my teeth.

What do you talk with?
I talk with my tongue.

What do you run with?
I run with my feet.

What do you work with?
I work with my hands.

Now tell me what you think with.

Digitized by Google

ōld chĭck′enṣ crŭmbṣ nīçe

sȯme thêir mōst

Chick!
chick! chick!

Nellie calls the hens and chickens. Let me count the chicks.

One, two, three, four, five. Yes, I see five chickens.

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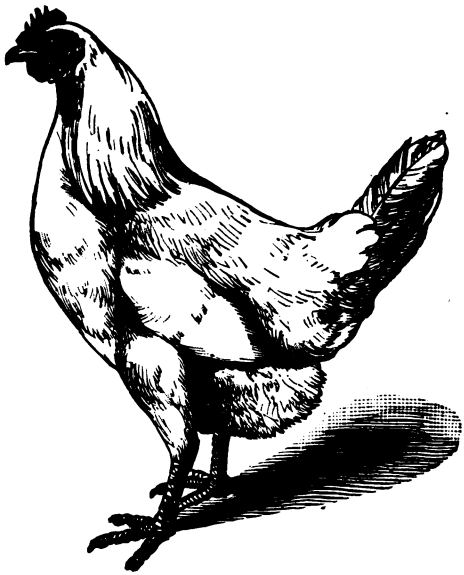
What nice chicks they are!

The old hen thinks so too.

When Nellie calls out, Chick! chick! chick! all the hens and chickens run to her.

She has some crumbs for them.

The little chickens are doing their best to get some; but I think that big hen will get the most.



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hāy bärn lōad hīgh hĕlp
cârе bärks
tāke

Oh, see! here is a load of hay. What a high load!

May I ride to the barn on your load of hay, Mr. Hart?

Yes; but you must take care not to fall off. Come here and I will help you up.

Thank you. Now I am up.

My little dog barks to see me up so high.

Digitized by Google

mōw knōw gråss new′-mōwn

Where did Mr. Hart get his load of hay?

He got it in the field.

Did you ever see men mow in the field?

Do you know what hay is?

It is dry grass.

Can you tell me what hay is good for?

Let us go to the barn and play in the new-mown hay.

Yes; and we will look for a hen's nest.

I wish we could find a nest with ten eggs in it.

Mamma would be glad to get ten good eggs.

Digitized by Google

a bout′	mĭlk	brĕad	cälf
hôrnş	gĭveş	drĭn̲k	pŏnd

Let me tell you about the cow.

She has four legs and two horns. She gives us milk.

What should we do if we had no cows to give us milk!

Nice sweet milk is good to drink.

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Do you not like to eat bread and milk?

I can see a cow and a calf in the picture.

Two cows have come down to the pond to drink.

It is a hot day, and they like to stand in the water.

The cow eats grass, but the calf likes milk.

LESSON XXXII.

been (bĭn) pretty (prĭt′tў) rōşe

Where have you been, Willie?

I have been to walk with Jane.

See what I have for you, mamma. It is a pretty flower.

Thank you, Willie. You are a good boy to give me such a pretty rose.

Digitized by Google

gāte wāit thro̤ugh word
pēach sȯme′thĭng wa̤nt′ed

Come, Willie, let us run a race.

Yes, Jane; where shall we run?

We will run to the road.

Shall we go through the gate?

Yes, Willie. Who will get there first?

I will. Now let us run.

Wait till I say the word.

One, two, three—Run!

Here we are at the road. You have won the race, Willie.

Yes, Jane; but why did you stop at the gate?

To let you get through first. You gave me a peach, and I wanted to do something for you.

Digitized by Google

drąwş	läughed (laft)	tĭll	proud	
a lŏng′	ō′ vēr	fĕlt	ȯth′ ēr	

See Tom in his cart.

He calls Bose his horse.

Bose trots along and draws the cart with Tom in it.

Tom felt proud when the other boys saw him out to ride.

But soon Bose saw a cat. Then Tom could not hold him.

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He ran out of the road, and over went the cart.

The boys laughed, and Tom laughed, too.

"Ah, boys," said Tom, "Bose will do for a horse till he sees a cat. Then he is a dog."

LESSON XXXV.

stōneş greāt gāme fŭn

"Come down to the pond and throw stones at the frogs," said Tom. "It is great fun."

"No," said John. "I don't like that kind of fun. It is not fun for the frogs.

"Let us have a good game of ball. That will be the best fun."

John was right. Don't you think so?

Digitized by Google

môrn'ing feed bǎd sc͞hool

Boy.—Good morning, birdie. How do you do?

Bird.—Good morning, little boy. I will sing for you.

Boy.—Do, birdie. I like to hear birds sing. Where is your nest?

Bird.—My nest is in this tree. I put it where bad boys can not find it. But you will not get my eggs, will you?

Boy.—No, no; and I will not tell where the nest is. When you have some little birds, I will feed them.

Bird.—Then I will sing for you. Now I must go and sit on my eggs. Good-by, little boy.

Boy.—Good-by, little bird; I will go to school.

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Where is the kite?
Up in the sky.
Ned, see it fly.
Kate and Jane
read very well.
Eddie and Mary
can write well.
Ducks swim fast.
Look at the colt.
Puss likes milk.

Digitized by Google

bro̊th′ẽr	stōre	ĭll	fu̥ll
mo̊th′ẽr	keep	dĭsh	ōn′lў
to̥-mŏr′row	chīld	åsk	järş

Annie Hall said she wanted to keep store.

So her brother Tom got some jars, and her mother gave her a dish full of apples.

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Then Tom made the store for his little sister.

Jennie Brown came with her doll to play with Annie.

Well, child, what can I sell you to-day?

I want to buy an apple for Mary Day. She is ill.

Here is a nice large one.

Yes, that looks like a nice apple. How much do you ask for it?

This one is only two cents.

I will give you one cent, but I can not pay you to-day.

Well, you may have it for one cent and pay me to-morrow.

Then I will take one for Mary Day and one for my doll.

That is all right. Come again.

Thank you, I will. I like your store.

Digitized by Google

fā′thĕr	drŭm	tūne	noişe
toy′ shŏp	mū′şic	bēat	yärd
bĕt′ tĕr	märch	stĭcks	whīle

Fred has a new drum. His father got it in a toyshop.

Fred was glad when his father gave it to him.

He said, "Thank you, papa, for this nice drum. I like my drum

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better than my ball or my top. Hear me play on it."

How did Fred play on his drum?

He beat it as fast as he could with the two drumsticks.

Fred's mother said, "Oh what a noise you make! You may go into the yard and beat it."

All the boys like Fred's drum.

They come and play with him in the yard, and march while he beats his drum.

His father says he must learn to play a tune.

His mother says she does not like that kind of music.

But I think Carlo likes it. He barks, and jumps about, when he hears Fred play. Look at him in the picture.

Digitized by Google

wạrm	plāçe	cōld	ŭn′dĕr
brīght	shāde	därk	sŭn′shīne
cōōl	grōw	wēre	ground

How warm it is to-day!

How bright the sun is!

I wish we could find a cool place and sit down.

Here is a cool place under this tree. We will sit in the shade and rest.

I like the shade better than the hot sunshine.

So do I; but you know the sun does much good.

What good does the sun do?

It makes the air and the ground warm. Then the grass and the flowers and the trees grow.

How cold and dark it would be if there were no sun!

Digitized by Google

fīre	ēach	fûr	shīneş
brĭng	smo͝oth	sĭlk	knee

I have a pet;
I call her Kit;
And by the fire
She likes to sit.

Each day I bring
A dish of milk,
And smooth her fur,
That shines like silk.

And on my knee
She likes to sit,
For Kit loves me,
And I love Kit.

Digitized by Google

built	bûrn	cried	pĭcked
grāte	stŏŏd	loud	wątched
nēar	cōal	lŏŏk′ing	drŏpped

It was a cold day.

Dora's mamma built a fire in the grate.

She said, "Dora, you must not go near the fire."

Dora liked to see the fire burn. She stood and watched it.

She did not know how the fire could make the black coal grow so bright and red.

While she was looking, a coal dropped out of the grate. It was not so bright and red as some.

Dora ran and picked it up to put it back again.

Oh how loud she cried out! Why did she cry?

Digitized by Google

răb′bit	tāme	līve	fŏnd
clō′vẽr	wīld	wo͝odş	feelş

Did you ever see a rabbit?

Some rabbits are tame and some are wild.

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Wild rabbits live in the woods.

Mary Gray has three tame rabbits. One of them is as white as snow.

She is very fond of her pets. She calls them, "Bunny, bunny, bunny; come, bunny."

Then they run to her to see what she has for them.

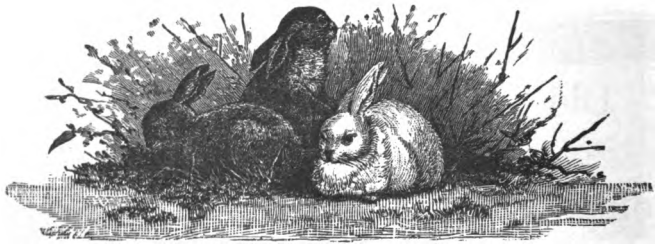
She gives them clover to eat.

They eat it out of her hand.

They are not afraid. She can take them up in her lap.

How soft and smooth the rabbit's fur feels!

What long ears they have!



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hōme	ĭn̲k	thĭngş	knew (nū)
wrōte	cą̄lled	nīçe′lў	lĕt′tĕr
fōld′ed	căr′rў	pär′lor	wą̄lked

One day when Nellie Brown was at home she wrote a letter with ink.

Then she folded it nicely and called Ponto.

Who was Ponto?

He was a dog that knew ever so much. He would carry things in his mouth.

"Ponto, take this letter to mamma," said Nellie. "Now don't stop to play."

Ponto took the letter in his mouth and walked off with it.

He came to mamma in the parlor and held up the letter to her.

Digitized by Google

Mamma took it, and said, "Why, a letter from my little girl!"

Then she read it.

New York City,
May 1, 1897.

Dear Mamma,

Ponto and I have had a good play. I love you very much.

Your Nellie.

"This is a very good letter," said mamma.

Digitized by Google

wā'deş clīmbş stär moun'taĭn
rĭd'dle ą̣l'wayş deep twĭn̲'kling

Sister, please tell me a story before I go to sleep.

I will tell you a riddle.

I have a little sister;
They call her Pretty Peep.
She wades in the water,
Deep, deep, deep!

She climbs up the mountain,
High, high, high!
Poor little thing,
She has but one eye!

Is one eye put out?

No; one eye is all she ever had, and it is always twinkling.

I know what it is. It is a star.

Twinkle, twinkle, little star.

Digitized by Google

bo͞ots	a̤l′ mōst	now
bĭrth′ dāy	knŏcks	shout′ ed
ẽar′ lў	grănd′ mä	dōor
wha̤	bĭg′ gẽr	băck

This is Harry's birthday.

He is five years old.

He got up very early this morning and put on his new boots.

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Then he ran to his papa's door and gave five knocks on it,—one, two, three, four, five.

"I am as old as that," he shouted. "Are you glad, papa?"

Then he ran to his grandma's door and gave five knocks.

"Who is there?" said grandma.

"I am here, grandma. I am just as old as that, now. I am quite a big boy, grandma."

"Go back to bed, and you will be a little man," said grandma.

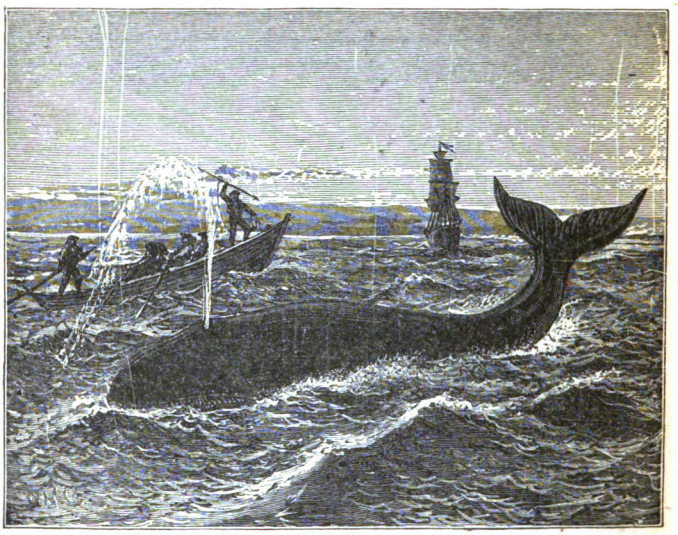
"Ho! I am almost a man now," said Harry. "I am bigger with my new boots."

John Grace David

Kate Ruth Edith

Digitized by Google

fĭsh	whāle	brēathe	spēar
oil	strēam	här pōōn′	thêir
âir	tāil	sāil′ orş	stĭcks



Here is a picture of a whale, Charley.

Oh, what a large fish, papa!

Whales look like fish, but they are not fish.

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Why, papa? They swim in the water like a fish.

Yes; but they can not breathe under water; a fish can.

A whale has to come to the top of the water to breathe.

What do men catch whales for? Are they good to eat?

No; they get oil from them.

Where do they go to get whales?

They go far off in ships.

Tell me how they catch them, papa.

When a whale comes up to breathe he throws a stream of water in the air.

"There's a whale!" shout the sailors, and take to their boats.

When they get near the whale, one of them throws a long spear, or harpoon, at him.

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If the harpoon sticks in him, they must keep out of his way. He may hit the boat with his tail. That would throw them all into the water.

Look at that man in the boat. He is going to hit the whale with a harpoon.

LESSON XLVII.

wrīt′ing	spĭll	dȯne	sĕnd
Coŭş′in	wōn't	bĕt′tẽr	pärt
pĕn′çĭl	cȧn't	be gĭn′	lȧst

What are you doing, Nellie?

I am writing a letter to Aunt Lucy.

I will write a letter to Cousin Harry. May I take the pen and ink when you are done?

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No, Tom. You must write with a pencil. You will spill the ink.

No, I won't spill it. Mamma, can't I take the ink?

I think you had better write with a pencil. Nellie did not write with ink when she was as young as you are. You can write better with a pencil.

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When may I write with ink, mamma?

When you are as old as Nellie. Write with your pencil now.

Yes, I will. How shall I begin?

You must say, Dear Cousin Harry. Then you can tell him about your rabbit.

And I will ask him to come and see me.

Yes; and tell him that mamma and Nellie send love.

But, mamma, how will Harry know who wrote it?

I will show you how to write the last part. This is the way.

Your loving cousin,

Tom.

Digitized by Google

beâr	dȧnce	thôught
rōpe	chĭl′dren	seemed
hĕad	păt′ted	serēam

Mother, I saw a bear to-day.

No, I think not, Johnny. Bears live a great way off, in the woods.

Digitized by Google

O, this was not a wild bear. He was tame.

Where did you see him?

A man had him in the road. He led him with a rope. The boys all ran to see him.

He would stand up on two legs and dance.

He would march, and carry a stick as if it were a gun.

You didn't go near him, did you, Johnny?

I did not go very near him, mother; but the man said the bear would not hurt us.

I don't know about that, Johnny. I would keep out of the way of a bear.

The man said the bear once got away and went into a house where some children were playing.

Digitized by Google

Oh, dear! what did they do? How did they get away from him?

They didn't try to get away. They thought it was a dog.

They patted him on the head, and got on his back. He seemed to like it.

While they were playing with him, the mother came home. She gave a loud scream.

Just then the man came and took the bear away. He hadn't hurt the children at all.

Well, Johnny, that is a good bear; but I don't want you to play with him.

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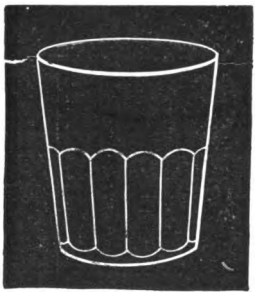
You may draw them.



What is this?

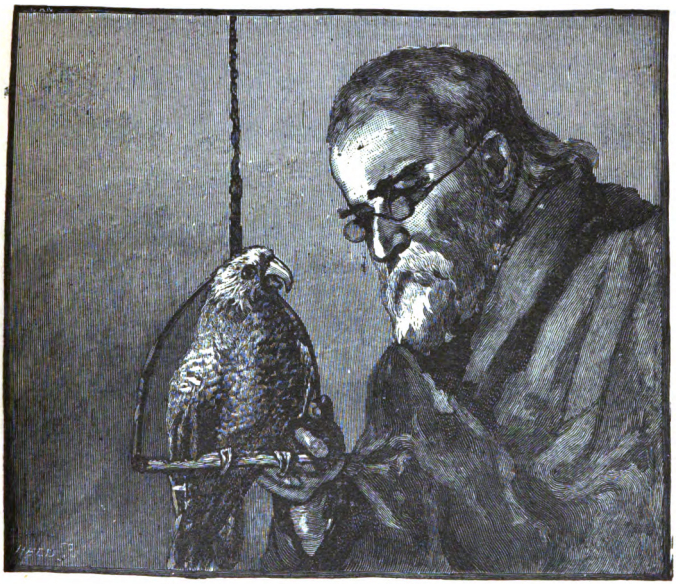
It is a glass to hold water for us to drink.

Here is a large bell. Ding dong! ding dong! Hark! hear the bell ring.

This is a hod. We carry coals in this hod, to make the fire burn.

Digitized by Google

păr′rŏt	doubt	gŏŏse
dŏl′larş	worth	tạught
plēaşed	word	tŏŏk



A poor man had a parrot.

He had taught the parrot to say, "There is no doubt about it."

Poll would say this all day long. It was all she could say.

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One day the man went out to sell Poll.

"Who will buy my parrot?" said he. "Who will give ten dollars for my parrot?"

"Ten dollars!" said a man, who was going by. "Are you worth it, Poll?"

"There is no doubt about it," said the bird.

The man was so pleased to hear this, that he gave ten dollars for the parrot.

But when he took Poll home, she would not say a word.

"What a goose I was to pay ten dollars for you!" said the man. "What a big goose I was!"

"There is no doubt about it," said Poll; and I think Poll was right.

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blīnd	a greed′	pûrse	found
lāme	stärt′ed	tûrn	whĭch
lĕnd	strāight	tōld	brôught

Once a blind man said to a lame man, "I wish I had your eyes."

"I wish I had your legs," said the lame man. "I will lend you my eyes, if you will carry me."

"Agreed," said the blind man. "Get on my back."

The lame man did so, and they started off.

Soon the lame man said, "Stop! I see a purse in the road."

"A purse! where is it?"

"Go straight on,—now turn to the right. There it is, just before you. Pick it up."

The blind man did as he was told, and picked up the purse.

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"Give it to me," said the lame man. "I found it."

"No; I found it, and I shall keep it."

"I saw it, and told you where it was," said the lame man.

"You would not have seen it, if I had not brought you," said the blind man.

Which do you think should have the purse?

Write:—

I think they should try to find the one who lost the purse.

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To THE TEACHER. — These words may be used as occasional exercises in pronunciation or in spelling by sound.

Copy a group of them on the blackboard to be pronounced by the class or to be spelled phonetically. Other similar words may be added by the teacher.

(1)		(2)	
ăt	ăn	hăd	căp
căt	căn	băd	lăp
răt	măn	măd	năp
(3)		**(4)**	
lĕt	hĕn	bĕd	bĕll
gĕt	mĕn	fĕd	wĕll
pĕt	tĕn	rĕd	tĕll
(5)		**(6)**	
ĭt	ĭn	bĭd	ĭll
hĭt	pĭn	dĭd	wĭll
bĭt	tĭn	kĭd	hĭll
(7)		**(8)**	
nŏt	tŏp	bŭt	fŭn
hŏt	hŏp	cŭt	gŭn
gŏt	shŏp	nŭt	sŭn

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(9)		(10)	
fär	ärm	a̤ll	sa̤w
jär	färm	ca̤ll	ca̤w
stär	härm	ba̤ll	pa̤w

(11)		(12)	
out	cow	bĕst	fĭsh
trout	how	nĕst	dĭsh
shout	now	rĕst	wĭsh

(13)		(14)	
sĭng	ĭn̲k	co͝ol	bo͝ok
wĭng	thĭn̲k	scho͝ol	lo͝ok
rĭng	drĭn̲k	fo͝od	co͝ok

Show that final *e* lengthens the sound, as ăt—āte, hăt—hāte, etc.

(15)		(16)	
ăt.....	āte	căp....	cāpe
hăt	hāte	căn	cāne
măd	māde	păn	pāne

(17)		(18)	
fĭn.....	fīne	nŏt....	nōte
hĭd	hīde	hŏp	hōpe
kĭt	kīte	tŭb	tūbe

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(19)		(20)	
fāce	nāme	lāte	tāke
rāce	sāme	plāte	māke
plāce	tāme	slāte	lāke

(21)		(22)	
dāy	sāil	sīde	flȳ
māy	pāil	rīde	crȳ
sāy	nāil	wīde	trȳ

(23)		(24)	
rīght	mīnd	see	ēat
brīght	fīnd	meet	sēat
līght	kīnd	sweet	hēat

(25)		(26)	
ēar	ōat	ōld	nōşe
hēar	gōat	cōld	rōşe
dēar	cōat	hōld	thōşe

(27)		(28)	
pūre	few	down	cătch
cūre	new	town	măţch
tūne	dew	brown	hătch

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MARKED LETTERS.

VOWELS.

ā as in āpe	ē as in hē	ŏ as in ŏn
ă " " ăm	ĕ " " ĕnd	ū " " ūse
ä " " ärm	ē " " hĕr	ŭ " " ŭp
ạ " " ạll	ī " " īce	û " " fûr
å " " åsk	ĭ " " ĭn	o͞o " " mo͞on
â " " câre	ō " " ōld	o͝o " " lo͝ok

EQUIVALENT MARKINGS.

ạ, = ŏ, as in wạs	ô, = ạ, as in ôr
ê, = â, " " thêre	ụ, = o͞o, " " rụle
ī, = ē, " " gīrl	ụ, = o͝o, " " fụll
ọ, = o͞o, " " mọve	ȳ, = ī, " " flȳ
ọ, = o͝o, " " wọlf	y̆, = ĭ, " " baby̆
ȯ, = ŭ " " dȯne	

CONSONANTS.

n̲, = ng, as in i n̲k	ç, = s, as in çent
t̲h " " t̲hen	c̲, = k, " " c̲at
g̊, = j, " " cag̊e	c̲h, = k, " " c̲hool
g̲, " " g̲et	s̲, = z, " " is̲

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